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AUTHOR Swayne, Philip E.
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IDENTIFIERS *Story Setting; *The Research Instruments Project

ABSTRACT

Designed to assess children's preferences for story settings, the instrument requires children to indicate their preference for a story setting in each of 36 pairs of contrasting pictures, 12 pairs in each of the following categories: (1) fantasy versus realism, (2) past versus contemporary, and (3) geographically remote versus the near-at-hand. The inventory yields three scores, one in each of the categories. Validity and reliability date are included. (This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts, Volume 2," published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. The TRIP review, included here as an introduction to the instrument, describes the instrument's category (literature), title, author, date, age range (primary through intermediate), purpose, and physical characteristics.) (JL)

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ED236639

Story Preference Inventory.

The measurement instruments contained in this document have been reviewed in a monograph (cited below) edited by William T. Fagan, Charles Cooper, and Julie Jensen, for The Research Instruments Project (TRIP), and funded by a grant from the Trustees of the NCTE Research Foundation:

Measures for Research and Evaluation
in the
English Language Arts
Volume II

The purpose of the editors has been to select and review measurement instruments pertaining to all aspects of research and evaluation in the English language arts, e.g. language and language development, literacy, literature, reading (including comprehension, teacher-pupil interaction, etc.), writing, and teacher knowledge and attitudes. In order to make some of the actual instruments reviewed more readily available, the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) has cooperated with the editors by processing selected instruments into the ERIC system (see the 42 documents assigned Clearinghouse accession numbers CS 207 904-945).

CS207914

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Category: Literature

Title: Story Preference Inventory (SPI)

Author: Philip E. Swayne

Age Range: Primary through Intermediate

Description of Instrument

Purpose: To assess children's preferences for story settings

Date of Construction: 1975

Physical Description: SPI is a forced-choice instrument upon which children indicate their preference for a story setting in each of 36 paired pictures. Each pair of pictures contains two contrasting story settings. There are 12 pairs of pictures in each of the following three categories:

(1) Fantasy vs. realism. Example: A picture of a physician examining a child with a stethoscope is paired with a contrasting picture in which an adult bird is examining a young bird with a stethoscope.

(2) The past vs. the contemporary. Example: A picture of a boy doing his homework on the floor in a rustic log cabin by the light of a fireplace is paired with a contrasting picture in which a boy in modern dress and surroundings is doing his homework at a desk.

(3) The geographically remote vs. the near-at-hand. Example: A picture of a Japanese girl in a Japanese setting playing a koto (Japanese zither) is paired with a contrasting picture of a girl in the United States in a

characteristic setting playing a guitar. The Inventory represents foreign settings that persist as parts of a nation or culture.

Each of the 36 pairs of pictures appears on a separate page. The children are instructed to look at the two contrasting pictures on each page and to select that picture which they would rather read a story about (or, in the case of non-readers, which they would rather hear a story about). The sequence of the items on a page and the sequence of the 36 pages were randomly determined.

The Inventory yields three scores, one for each of the categories described above. A score of one is given for each response that shows a preference for fantasy, for the past, or for the geographically remote. Preference for a contrasting setting is scored zero. Thus, for any of the three categories, the range of possible scores is 0 to 12.

Validity, Reliability, and Normative Data: The author showed the picture pairs individually to ten second-grade pupils in a Philadelphia public school whom the principal selected as representative of the ability of the school's second graders. The author asked each pupil to tell the difference between the contrasting pairs of pictures. Responses were accurate with the following exceptions: Two pupils were unable to differentiate two pairs and a third pupil was unable to differentiate two other pairs. The pictures in those four pairs were redrawn, and the validating process repeated with a second group of ten pupils from the same second-grade class, similarly judged by the principal to be representative. On this occasion, all differentiations were successful.

An additional test of validity was undertaken by administering the Inventory to 12 randomly selected pupils from all second-grade sections of the same school. The author subsequently interviewed these pupils individually, showing pupils their Inventory and asking why they had chosen as they did. The pupils' explanations revealed an understanding in each instance of the intended contrast.

The Inventory was then administered to all pupils (N=49) in Grades 2, 4, and 6 of a Philadelphia suburban school. In scoring, the Inventory was randomly divided into two halves, selecting 18 of 36 items--6 items from each category. The scores of the halves were correlated and the correlations corrected by the Spearman-Brown formula, yielding reliability coefficients as follows:

Fantasy vs. realism. . . . . .96

The past vs. the contemporary. . . . . .89

The geographically remote vs. the near-at-hand . . . . . .86

No normative data are available.

Related Documents:

Carter, S.M. "Interests and reading," Journal of Research and Development in Education, 1978, 11, 11-68.

Pieronek, F.T. "Do basal readers reflect the interests of intermediate students?" Reading Teacher, 1980, 33, 408-412. (EJ 225 173)

# STORY PREFERENCE INVENTORY

Philip E. Swayne

DIRECTIONS FOR ADMINISTERING AND SCORING

THE STORY PREFERENCE INVENTORY

NOTE: For non-readers and children judged unable to handle answer sheets, follow the "Instructions" beginning on page 2.

After distributing copies of the Inventory and answer sheets, say to the children:

"This is not a test. There are no right answers and no wrong answers -- just your answers. You mark the answer sheet simply to show which kinds of stories you would like most to read about. First of all, write your name on your answer sheet.

"Open the booklet to page one and look at the two pictures. [DEMONSTRATE] Decide which of the two pictures you would rather read a story about. Would you rather read a story about the picture at the top, or a story about the picture at the bottom? You will notice that the picture at the top is marked with an A [DEMONSTRATE BY POINTING TO THE A] and the picture at the bottom is marked with a B. [POINT TO THE B]

"Now look at the answer sheet [HOLD ONE UP] and look at the first line numbered one. Draw a circle around A if you would rather read a story about the picture marked A; and draw a circle around B if you would rather read a story about the picture marked B.

"Do not draw a circle around both A and B even if you like both pictures. You are to draw a circle around only A or B.

"If you draw a circle around the wrong letter by mistake, or if you change your mind, just cross out the circle like this [DEMONSTRATE BY PLACING A CROSS UPON A CIRCLED LETTER] and draw

your circle around the other letter. [DEMONSTRATE ON CHALKBOARD]

"Take your time. When you finish drawing a circle for the picture on page 1, go on to page 2. Make sure that you don't skip any page.

"When you are finished, raise your hand and I will collect your booklet and answer sheet. Please stay in your seat until everyone is finished.

"Are there any questions?"

The administrator should move around the room to make sure that all children are marking booklets properly.

DIRECTIONS WHEN ADMINISTERING INVENTORY TO NON-READERS

It is recommended that answer sheets not be used.

After distributing copies of the Inventory, say to the children:

"This is not a test. There are no right answers and no wrong answers -- just your answers. You will mark the pages to show which kinds of stories you would like most to have someone read to you. First, write your name on the booklet's cover.

"Open the booklet to page one and look at the two pictures. [DEMONSTRATE] Decide which of the two pictures you would rather hear a story about. Would you rather hear a story about the picture at the top of the page, or a story about the picture at the bottom of the page?

"Notice that the picture at the top is marked with an A [DEMONSTRATE BY POINTING TO THE A] and the picture at the bottom is marked with a B. [POINT TO THE B] Draw a circle around A if you would rather hear a story about the picture marked A. Draw a circle around B if you would rather hear a story about the pic-

ture marked B.

"Do not draw a circle around both A and B even if you like both pictures. You are to draw a circle around only A or B.

"If you draw a circle around the wrong letter by mistake, or if you change your mind, just cross out the circle like this [DEMONSTRATE ON CHALKBOARK] and draw your circle around the other letter. [DEMONSTRATE]

"Start now on the first page. Draw a circle around A if you would rather hear a story about picture A, or draw a circle around B if you would rather hear a story about picture B.

"Now turn to the next page. Tell which picture on this page you would like most to hear a story about by drawing a circle in the same way."

Continue in this way throughout the booklet, page by page. Allow sufficient time for every child to place his circle on a page before proceeding to the next page.

## TIME OF ADMINISTRATION

There are no time limits. During try-outs, total administration averaged 35 minutes in Grade 1, 30 minutes in Grade 2, 25 minutes in Grade 3, 20 minutes in Grades 4 to 6, and 12-15 minutes in Grades 7 to 8. There was never more than 5 minutes variation in this.

## SCORING

The Inventory yields three scores. A score of one is given for each response that indicates a preference for a story of fantasy rather than a story of reality ; that indicates a preference for a story of the past rather than a contemporary story; and that indicates a preference for a geographically remote area rather than

a proximate area. Preference for one of the contrasting settings is scored zero. Thus, for any of the three categories, the range of possible scores is 0 to 12.

Scores are determined by tabulating one point for each of the following preferences:

| FANTASY VS. REALITY | | PAST VS. CONTEMPORARY | | REMOTE VS. PROXIMATE | |
|---|---|---|---|---|---|
| Item number | Preference | Item number | Preference | Item number | Preference |
| 6 | B | 1 | B | 2 | A |
| 8 | A | 5 | A | 3 | B |
| 11 | B | 7 | B | 4 | A |
| 14 | B | 9 | A | 13 | A |
| 21 | A | 10 | B | 15 | B |
| 22 | A | 12 | A | 18 | A |
| 26 | B | 16 | B | 19 | B |
| 28 | B | 17 | A | 23 | A |
| 31 | A | 20 | A | 24 | B |
| 32 | B | 27 | B | 25 | B |
| 33 | A | 30 | B | 29 | A |
| 34 | A | 36 | A | 35 | B |

ANSWER SHEET

NAME_____ GRADE_____

DATE_____

1. A B
2. A B
3. A B
4. A B
5. A B
6. A B
7. A B
8. A B
9. A B
10. A B
11. A B
12. A B
13. A B
14. A B
15. A B
16. A B
17. A B
18. A B
19. A B
20. A B
21. A B
22. A B
23. A B
24. A B
25. A B
26. A B
27. A B
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29. A B
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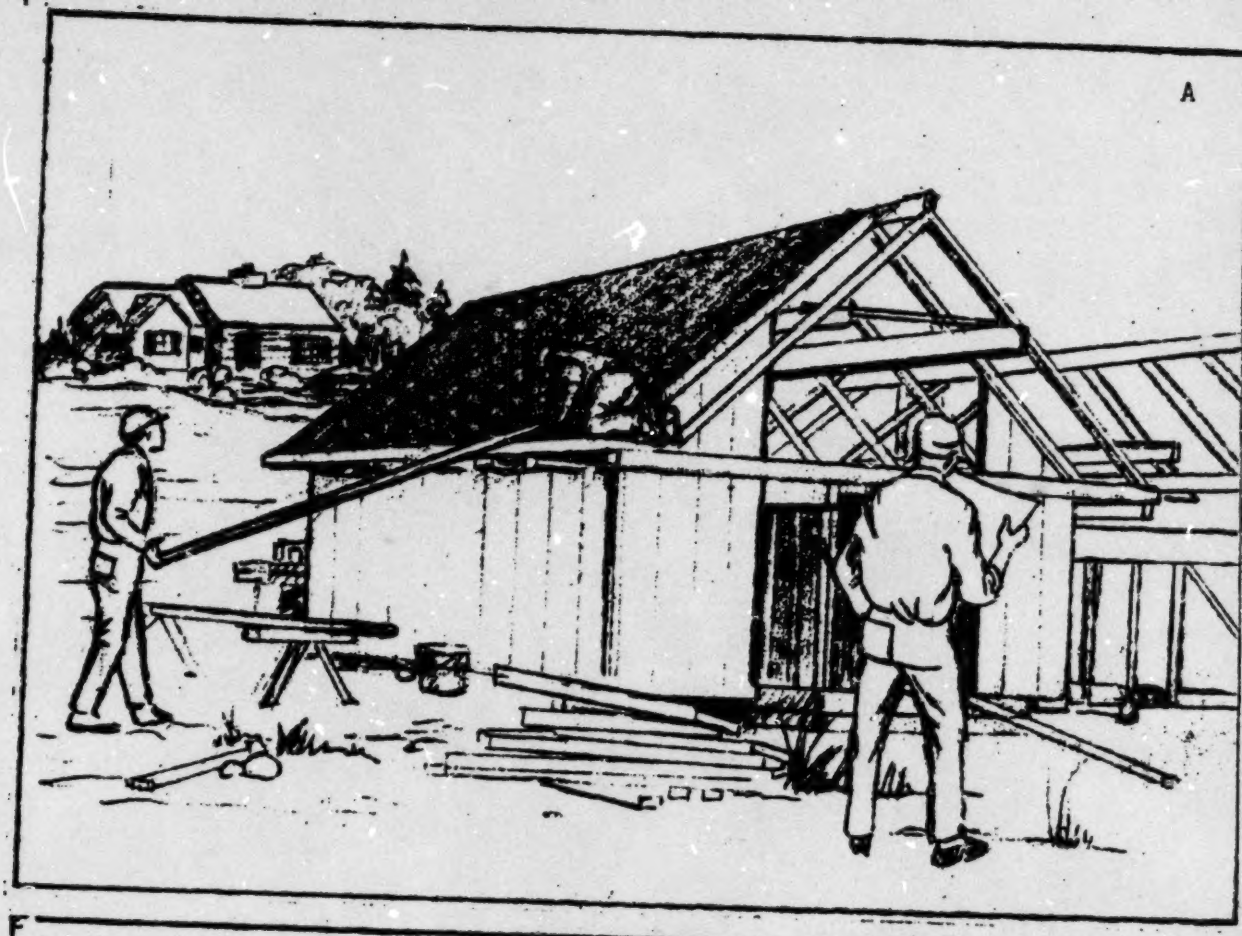
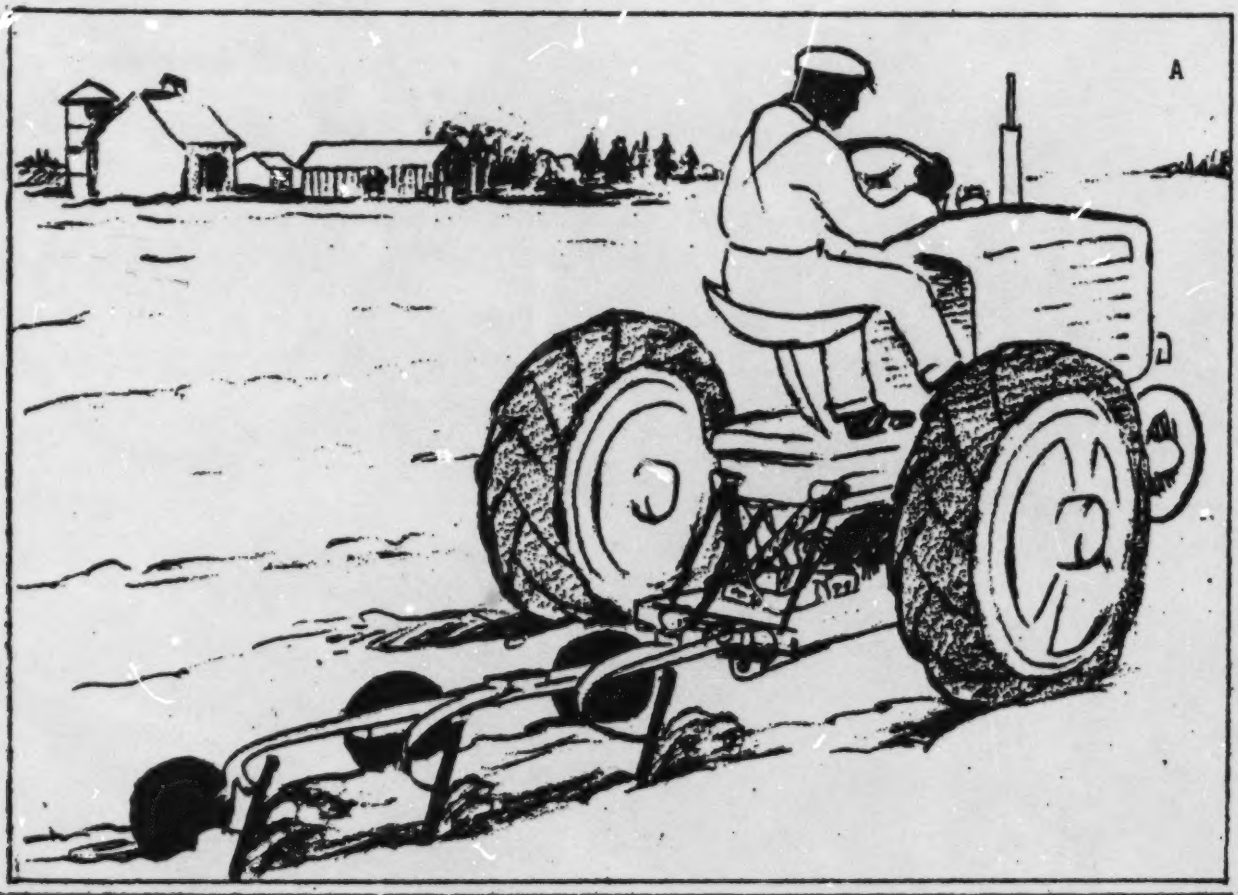
31. A B
32. A B
33. A B
34. A B
35. A B
36. A B


A

B

A

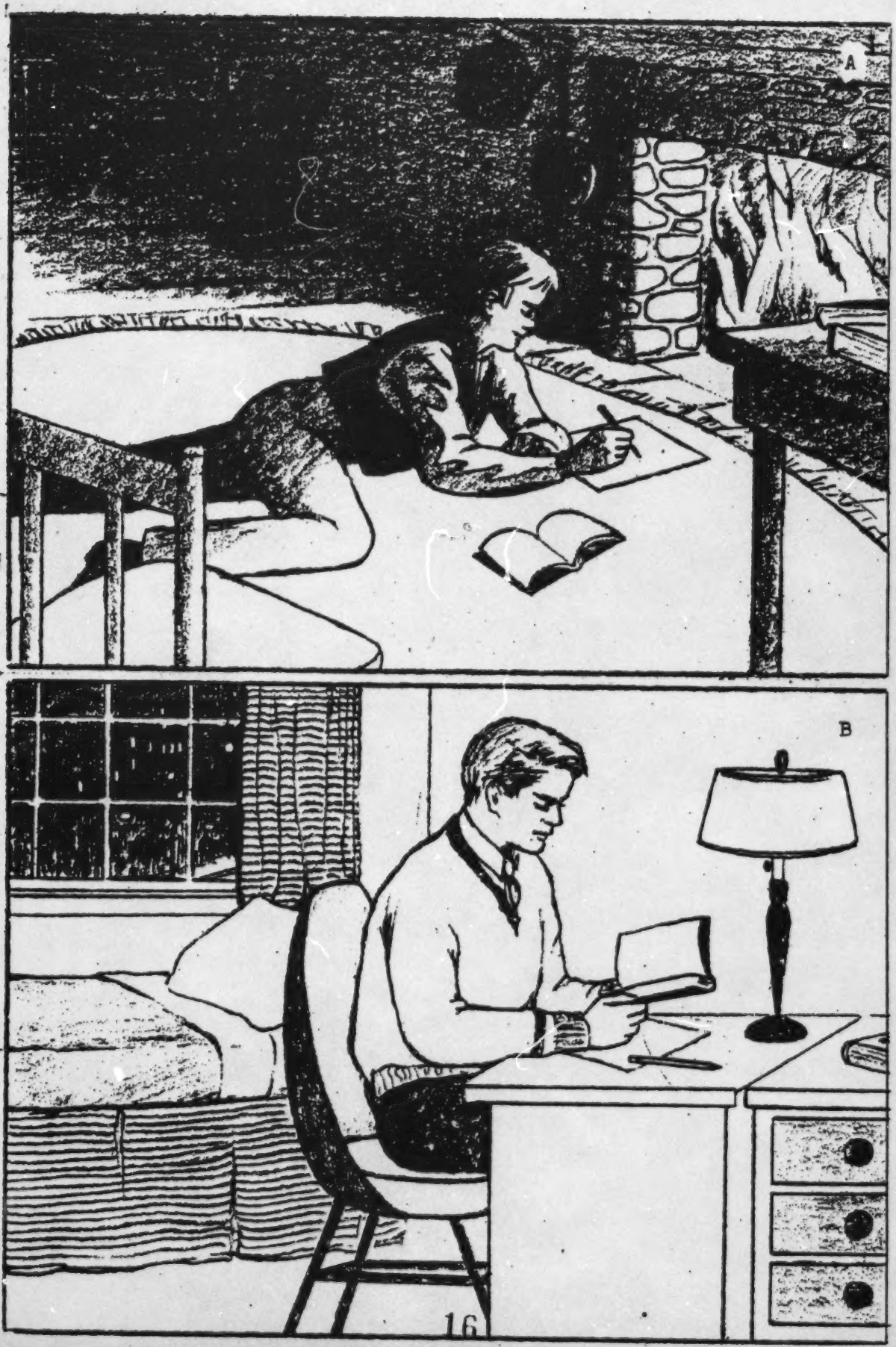
B

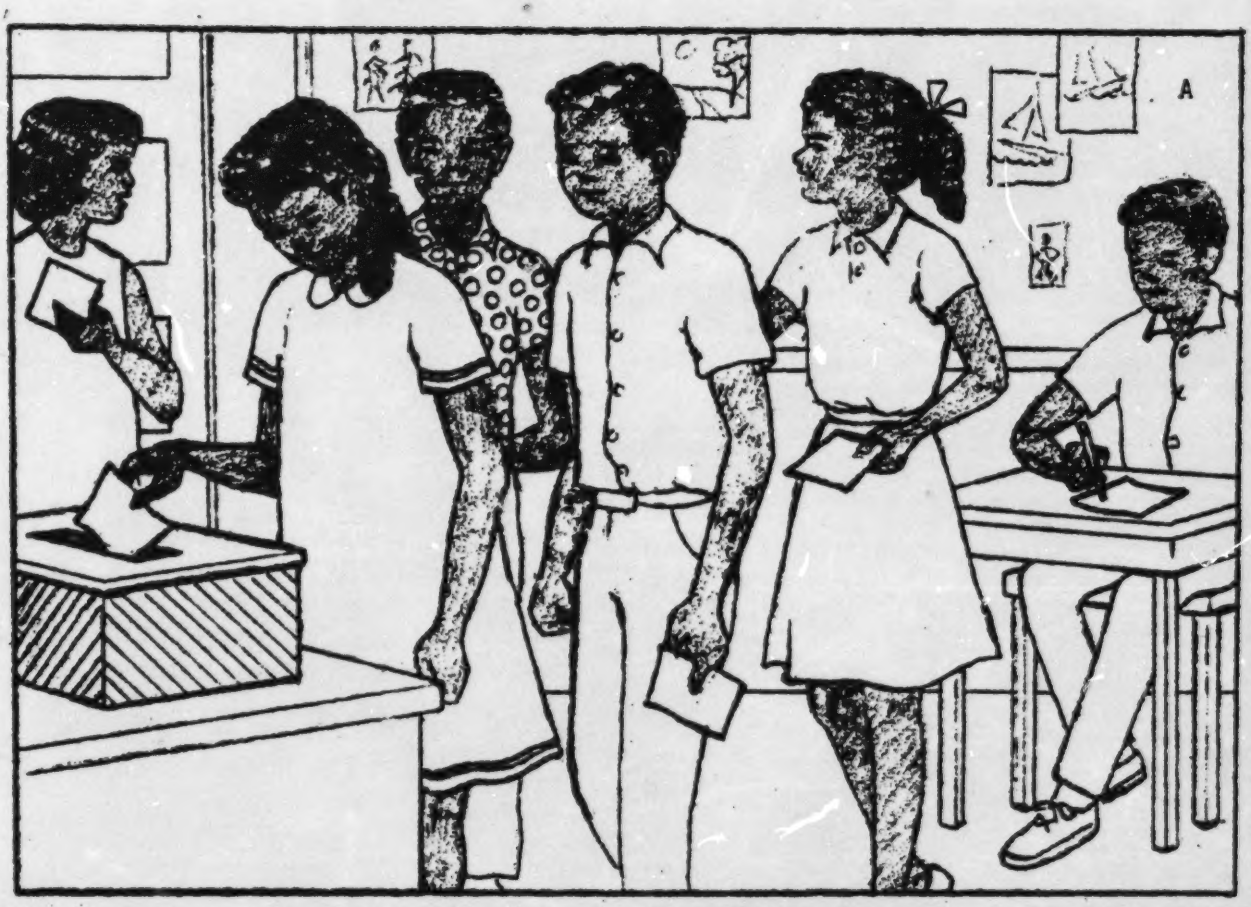

A

B

A

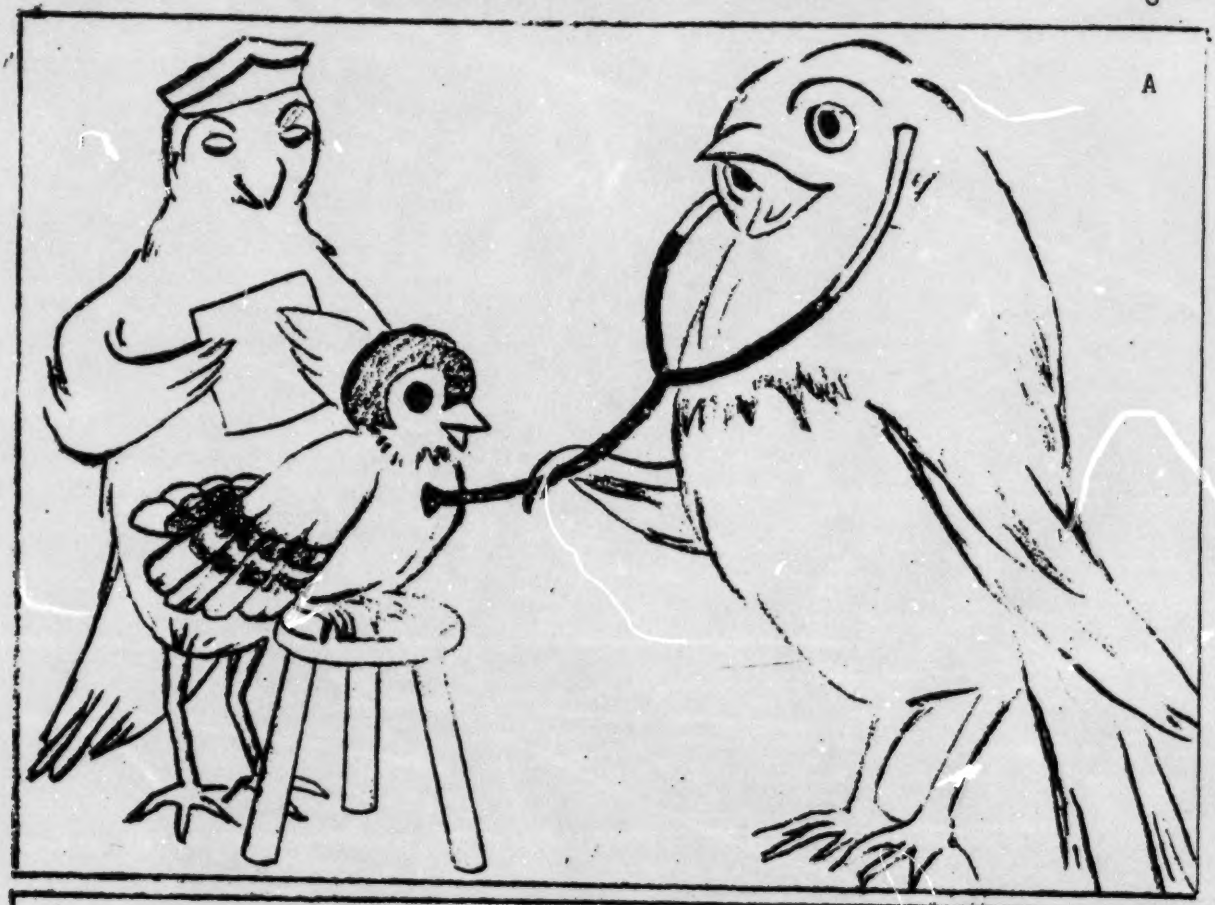
B

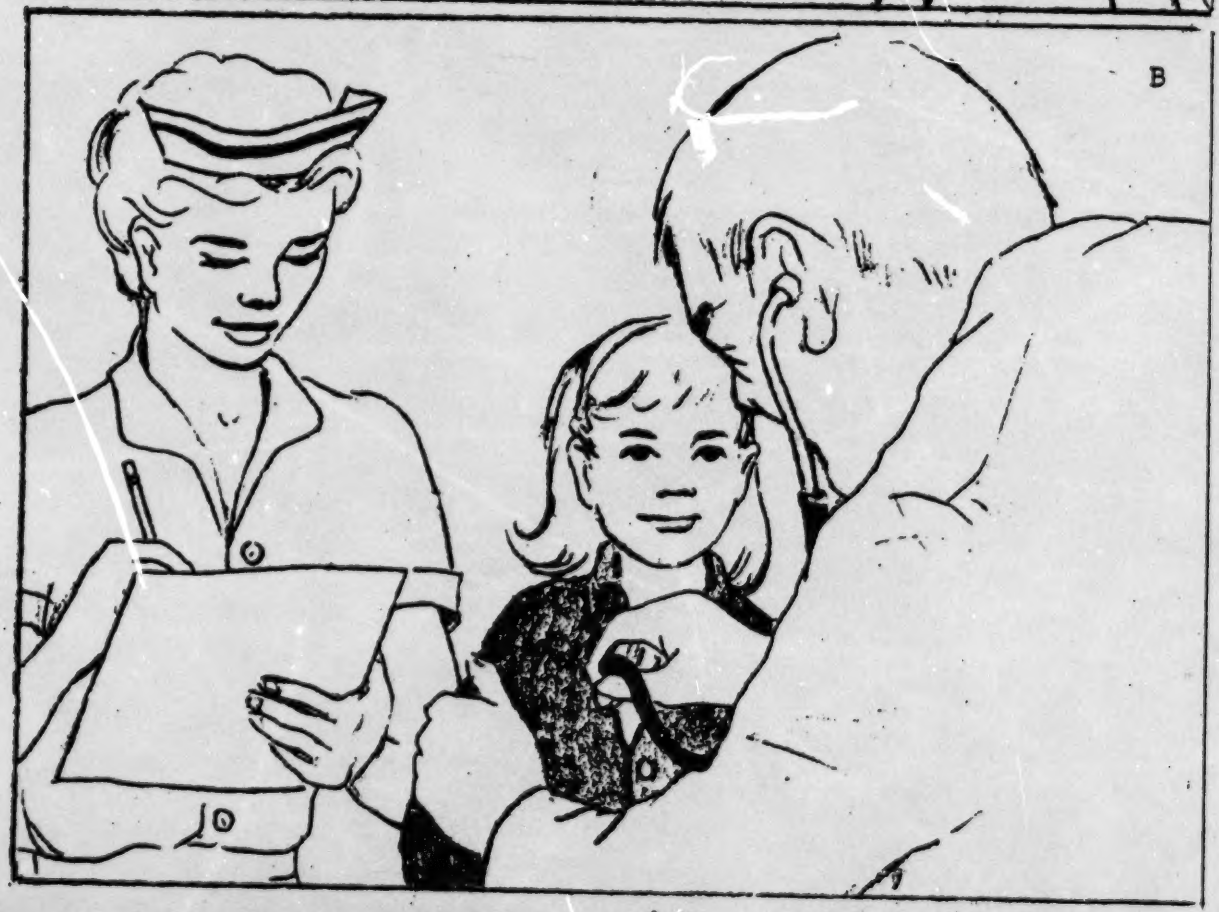

A
B
16


A

B

A
B


A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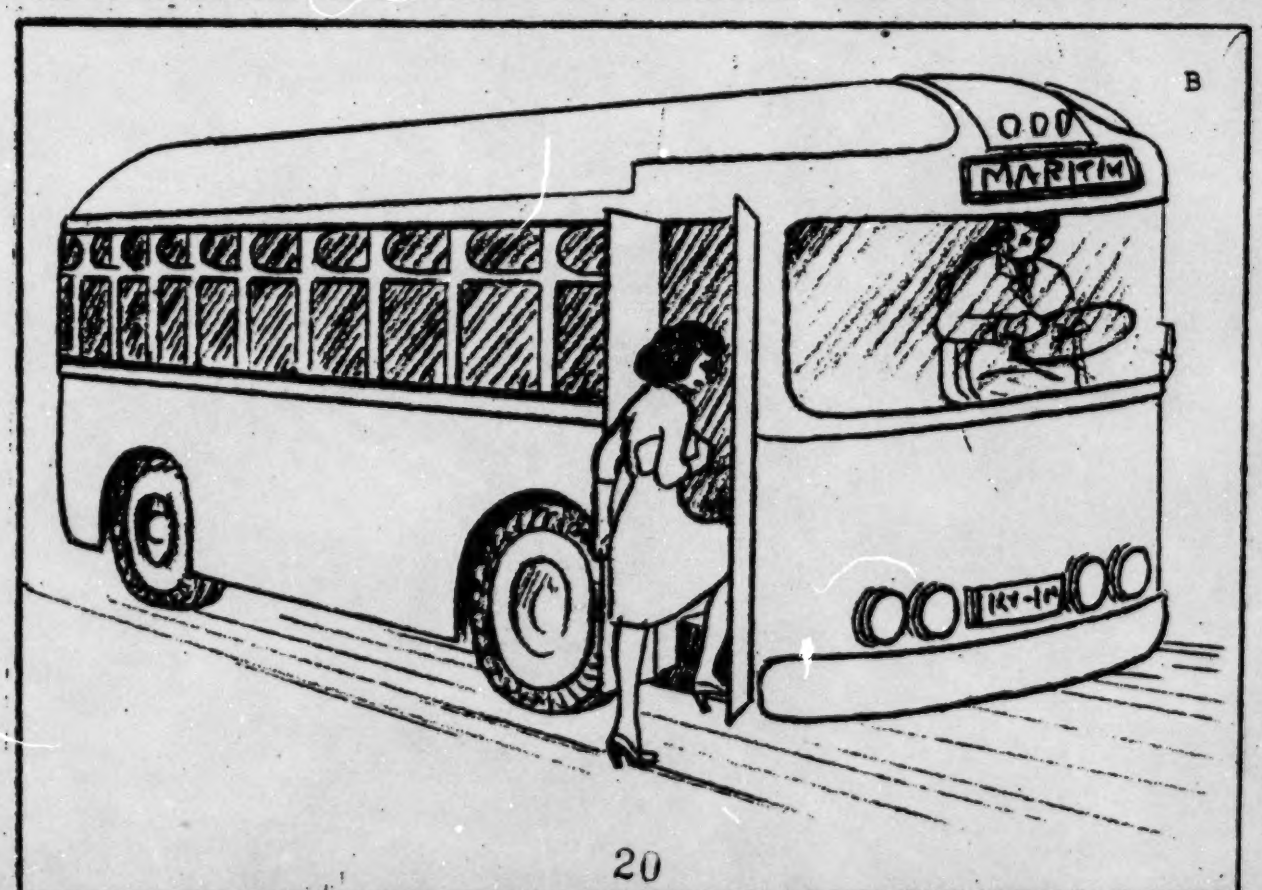
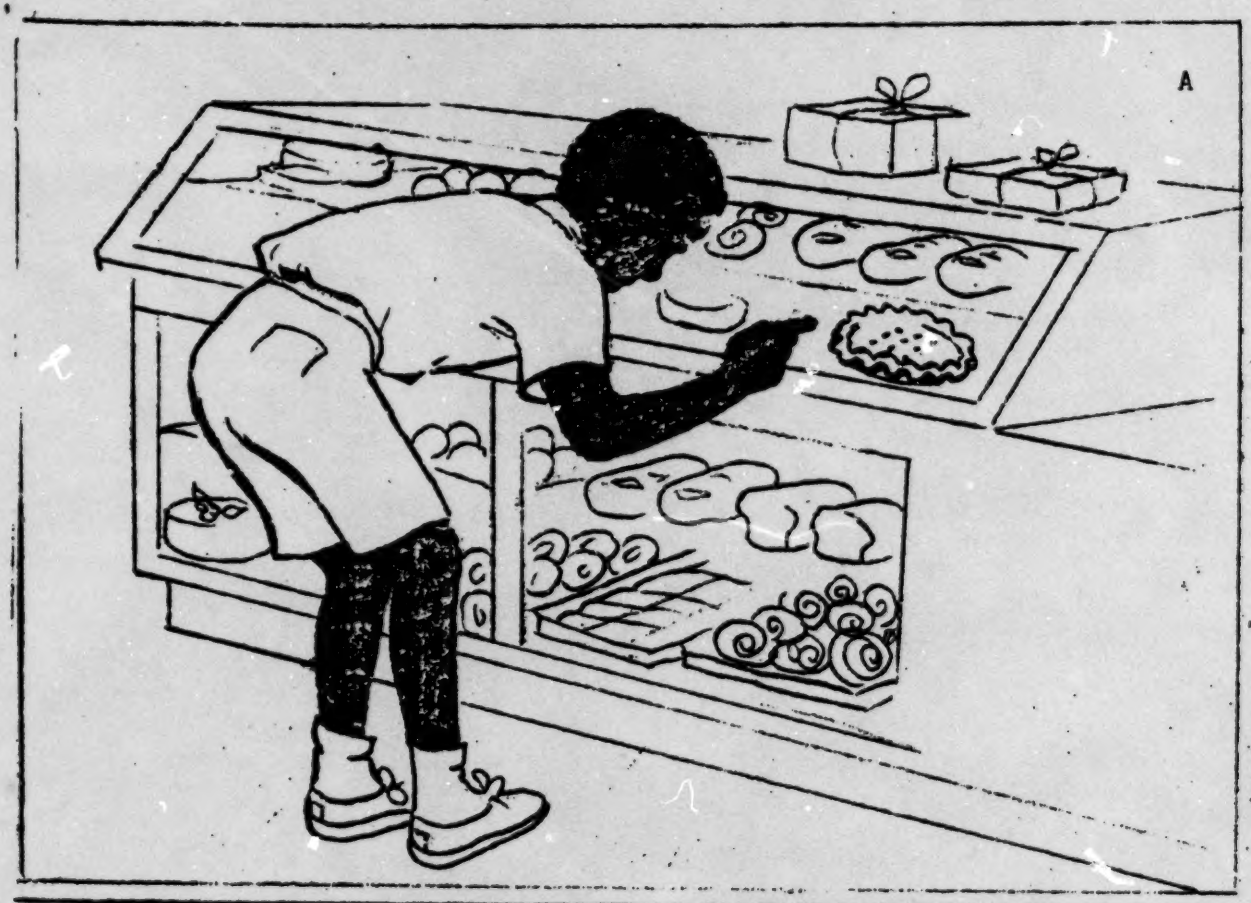
A


B
MARITIM

A

B

A



B

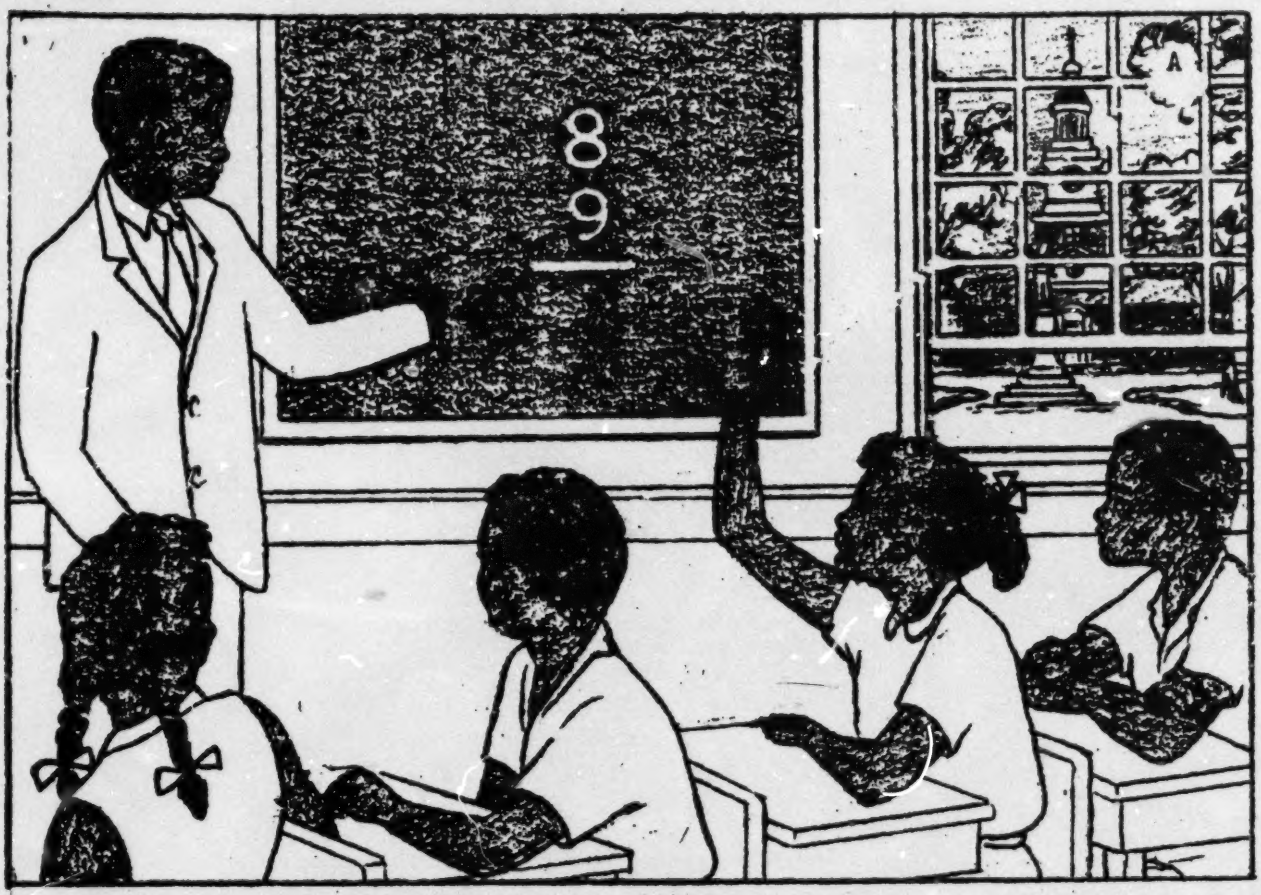
A

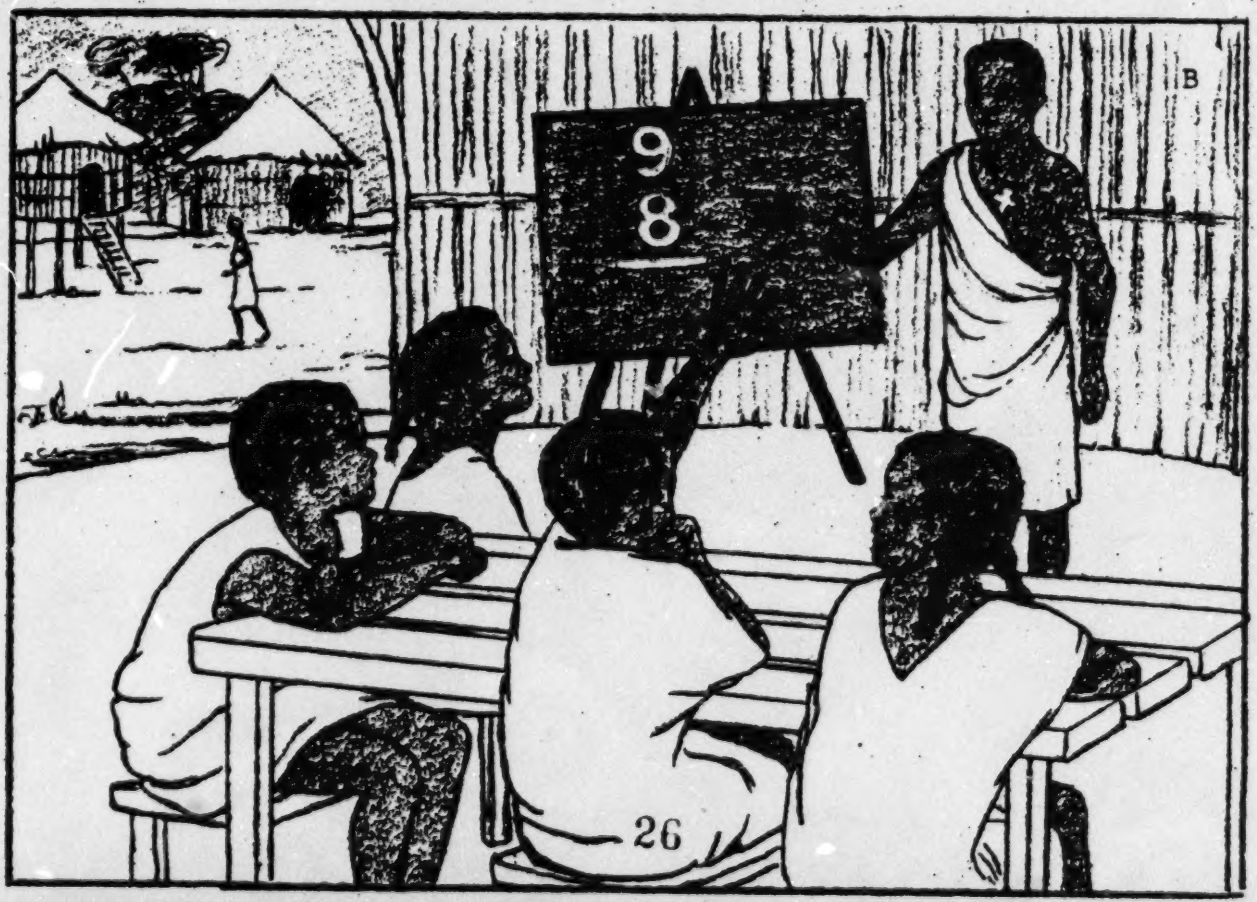
B

A

B

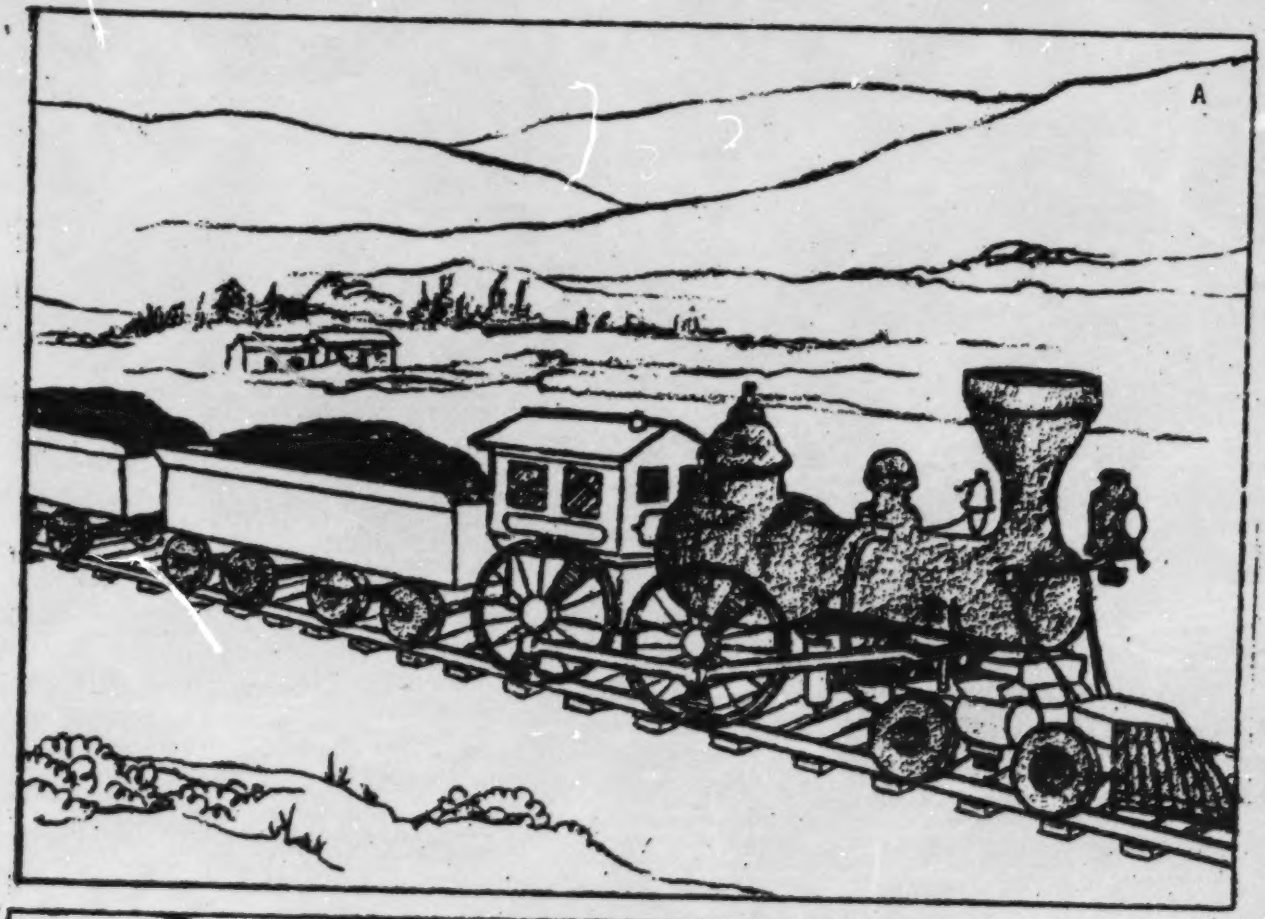
A
B

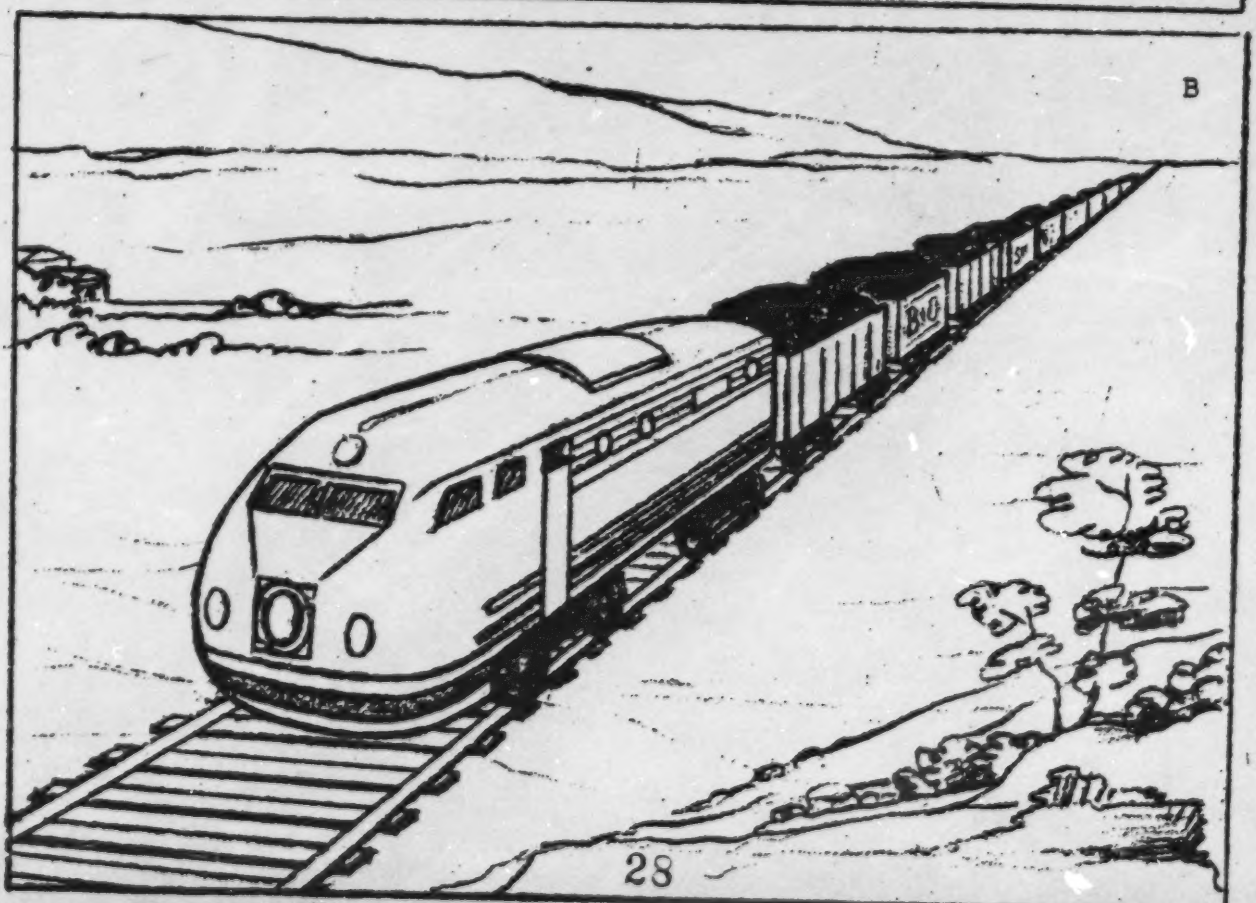

A
8
9

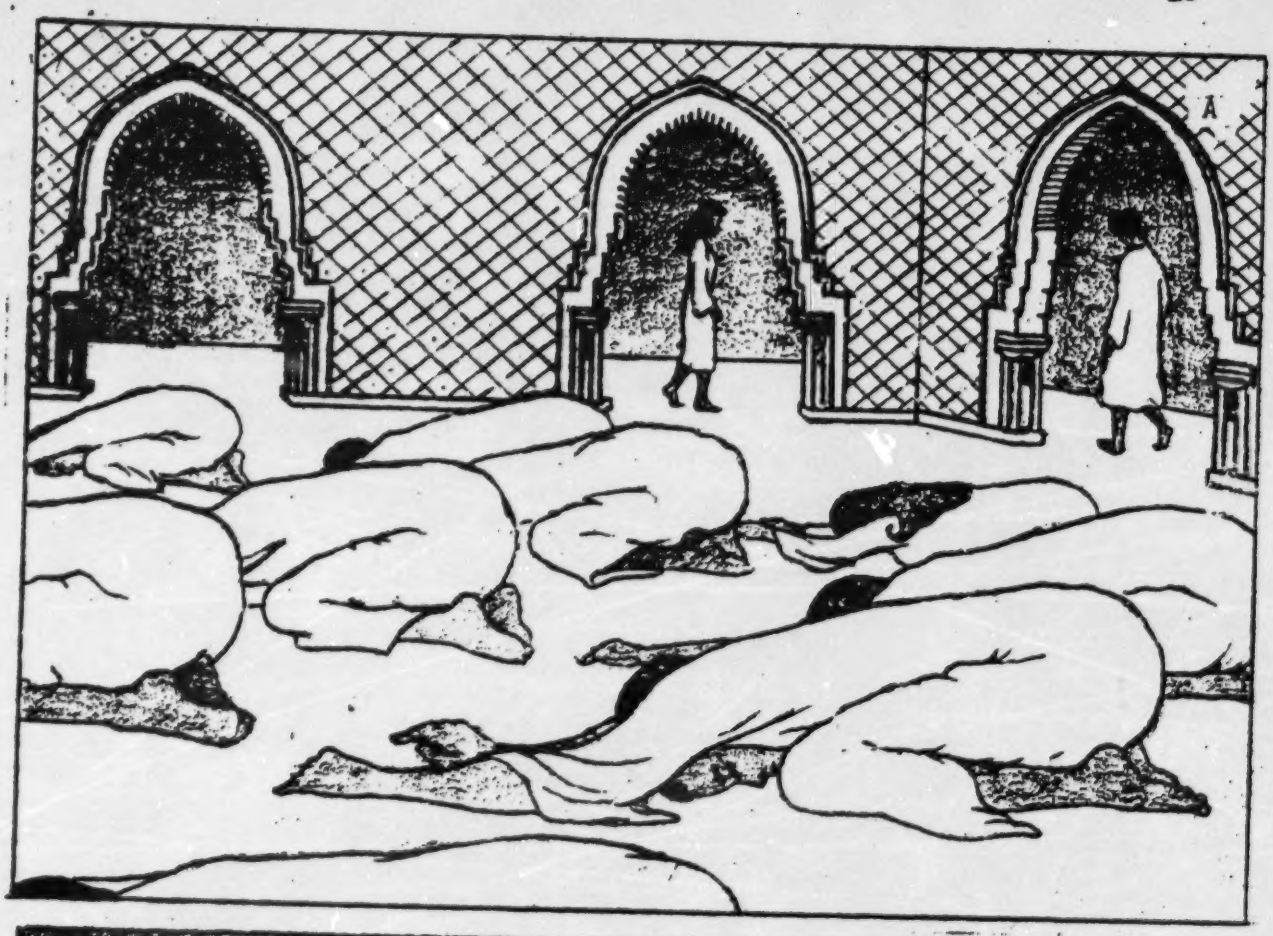

B
9
8
26

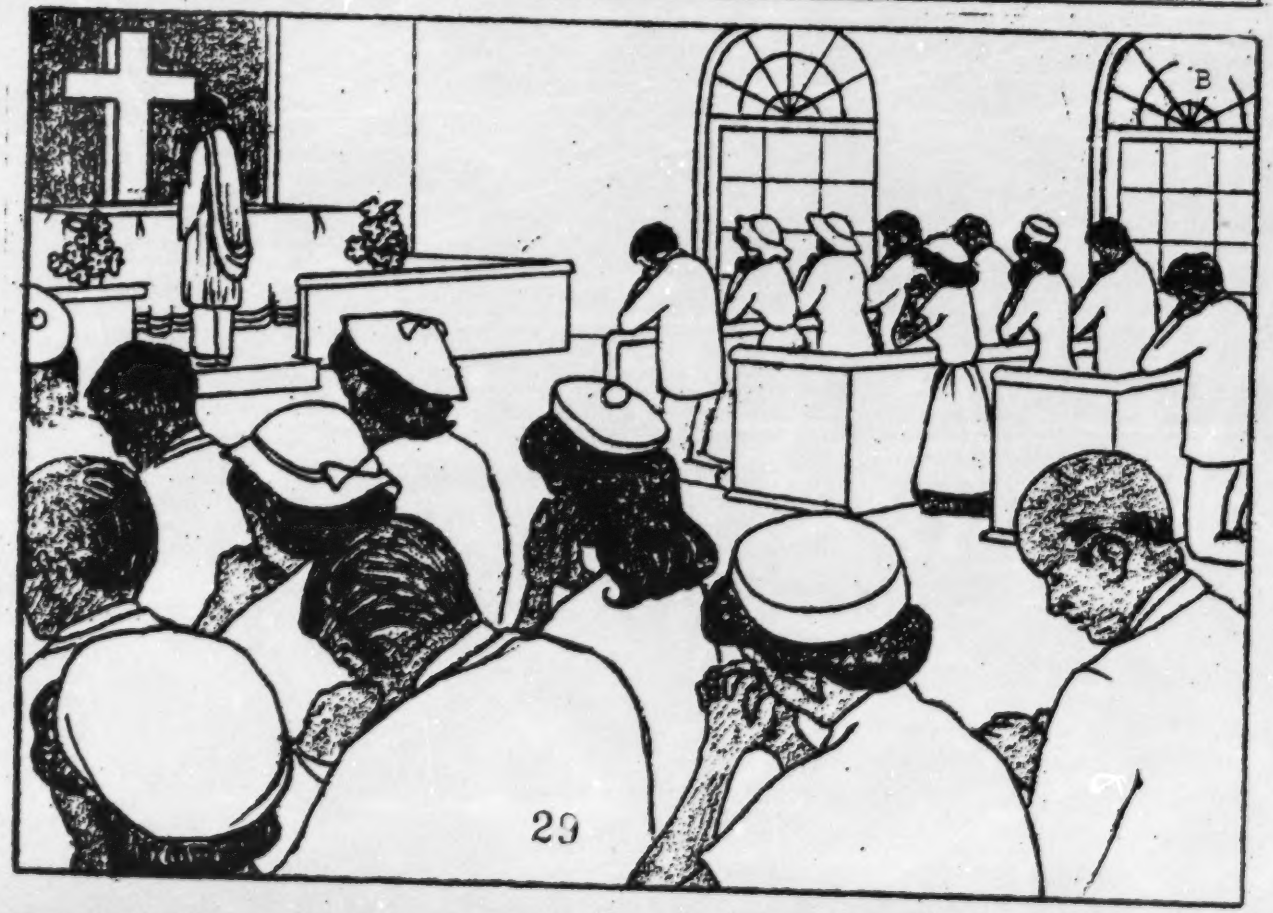
A
F.D.

B


A


B
B&O


A

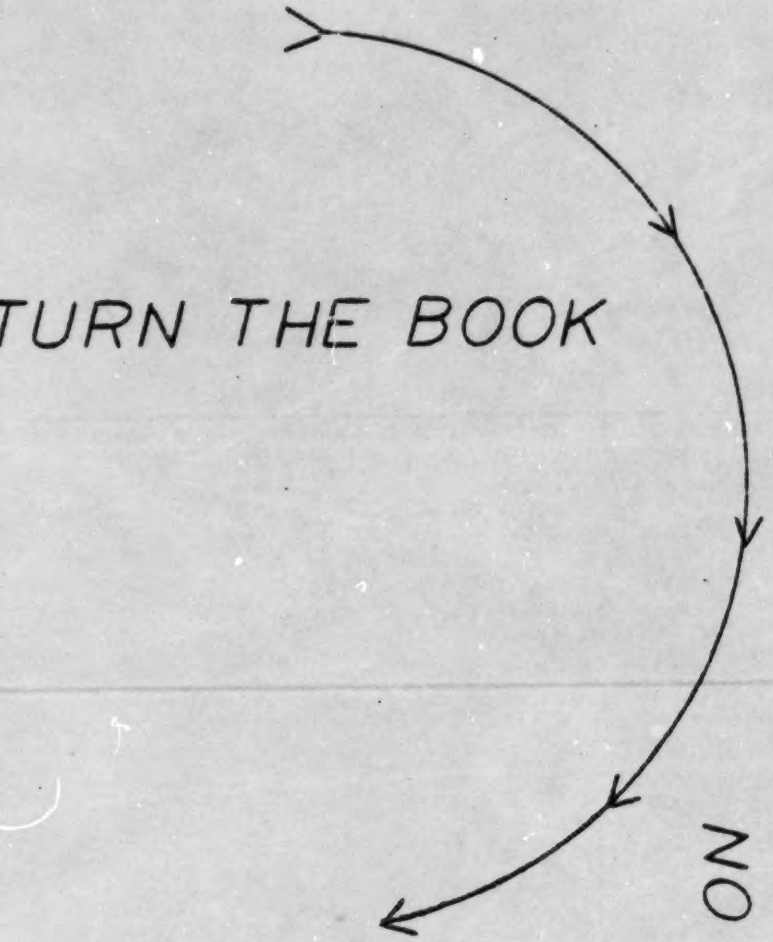

B

A
1294

B

A

B




NOW GO ON

A

B

A

B

35

36

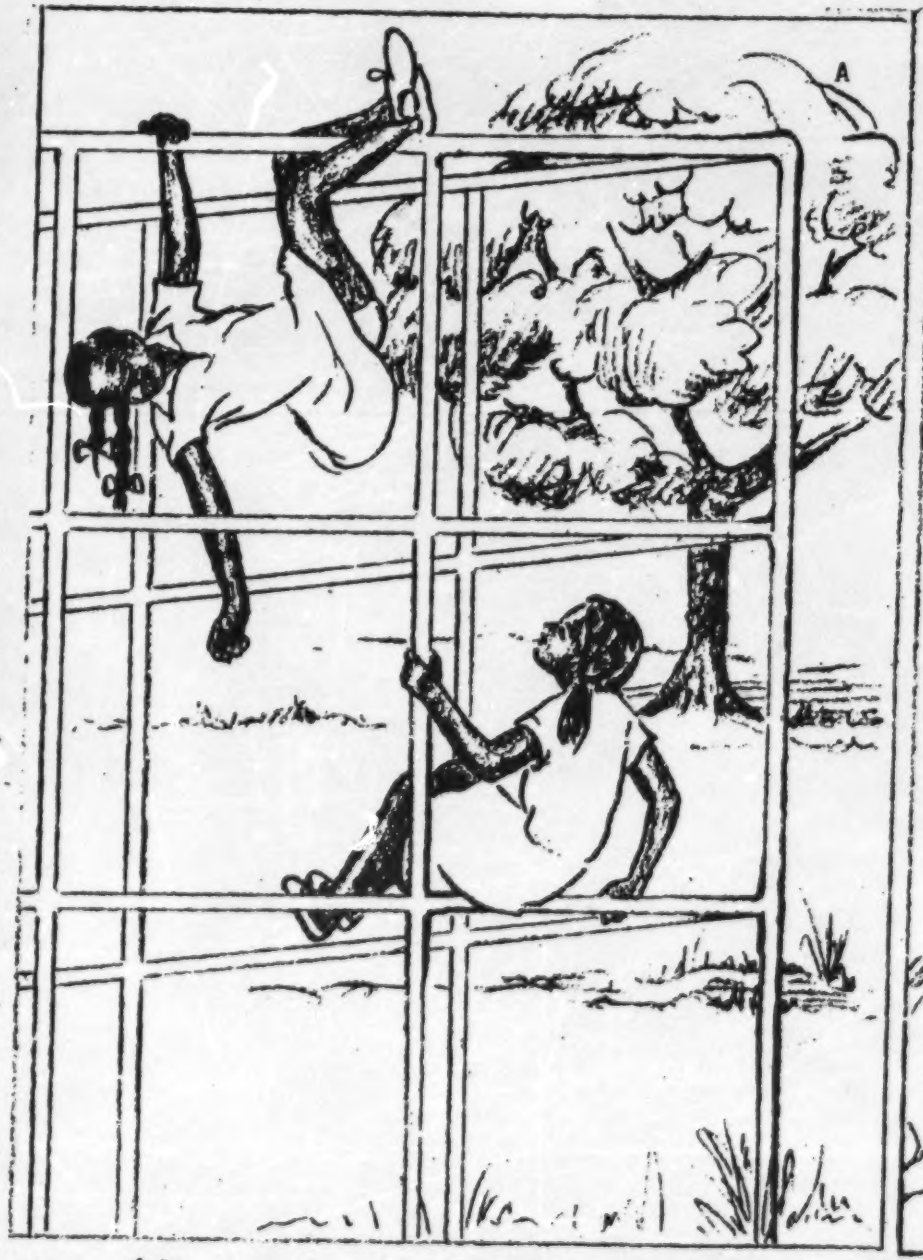
37

38

23

39

40




41

42

A
43

B
44

A
45

B
46

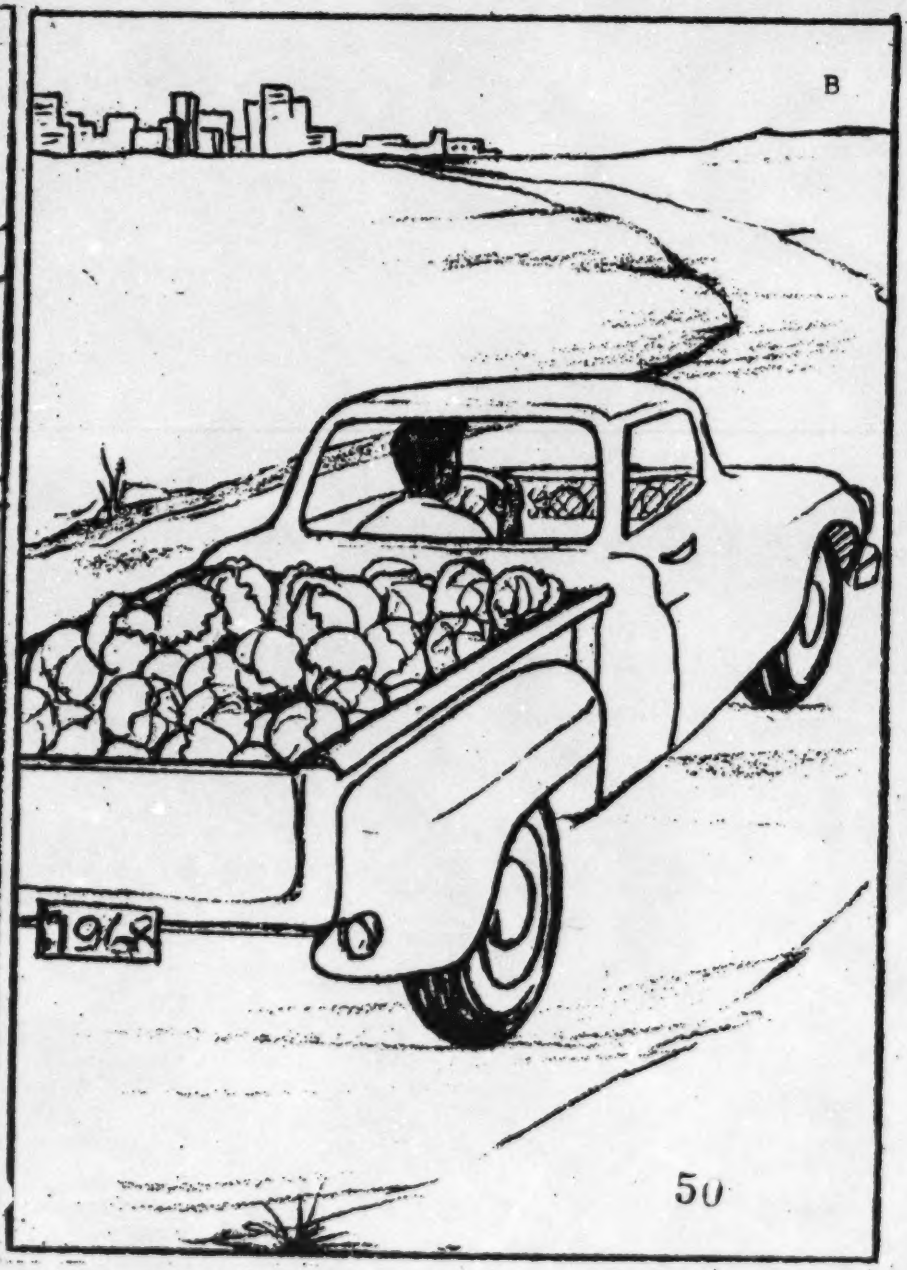
A

47

B

48

49

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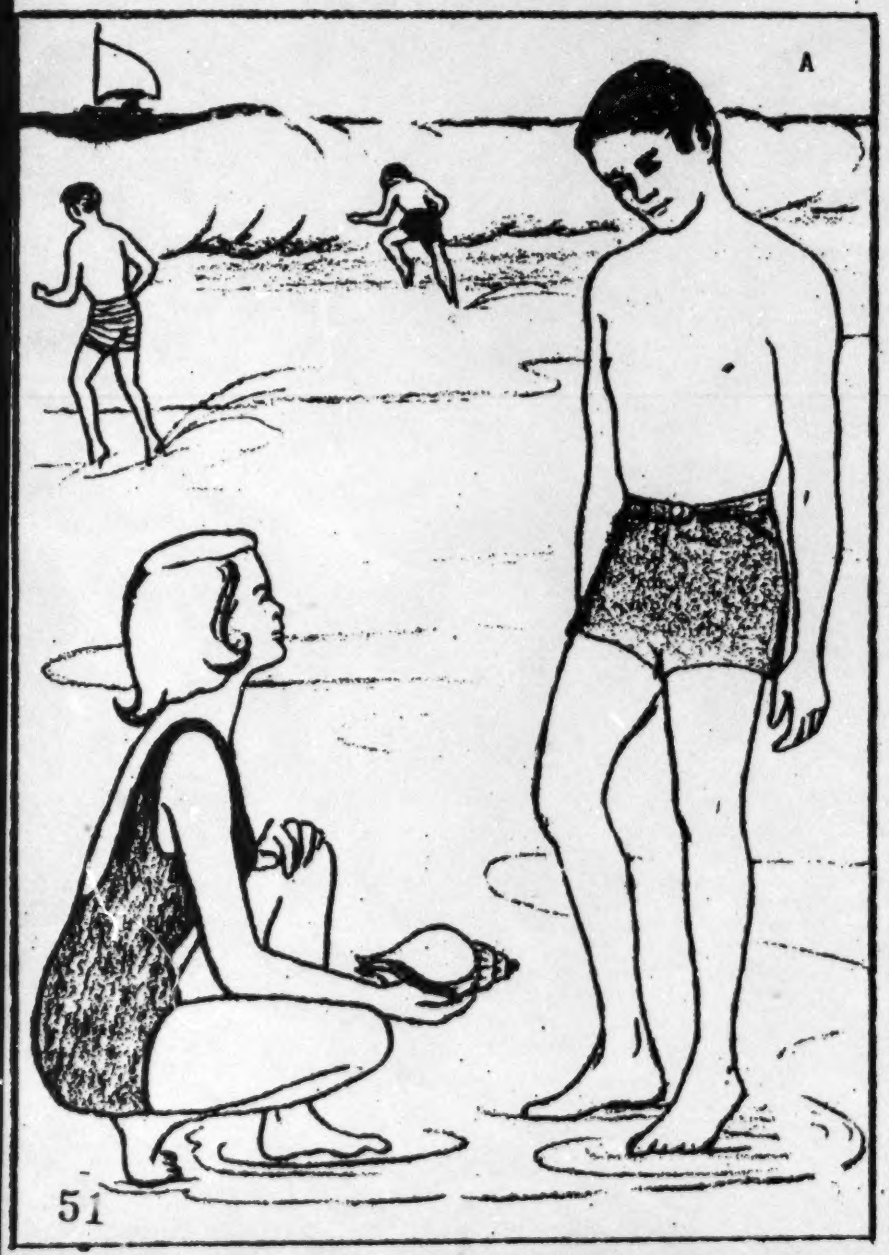
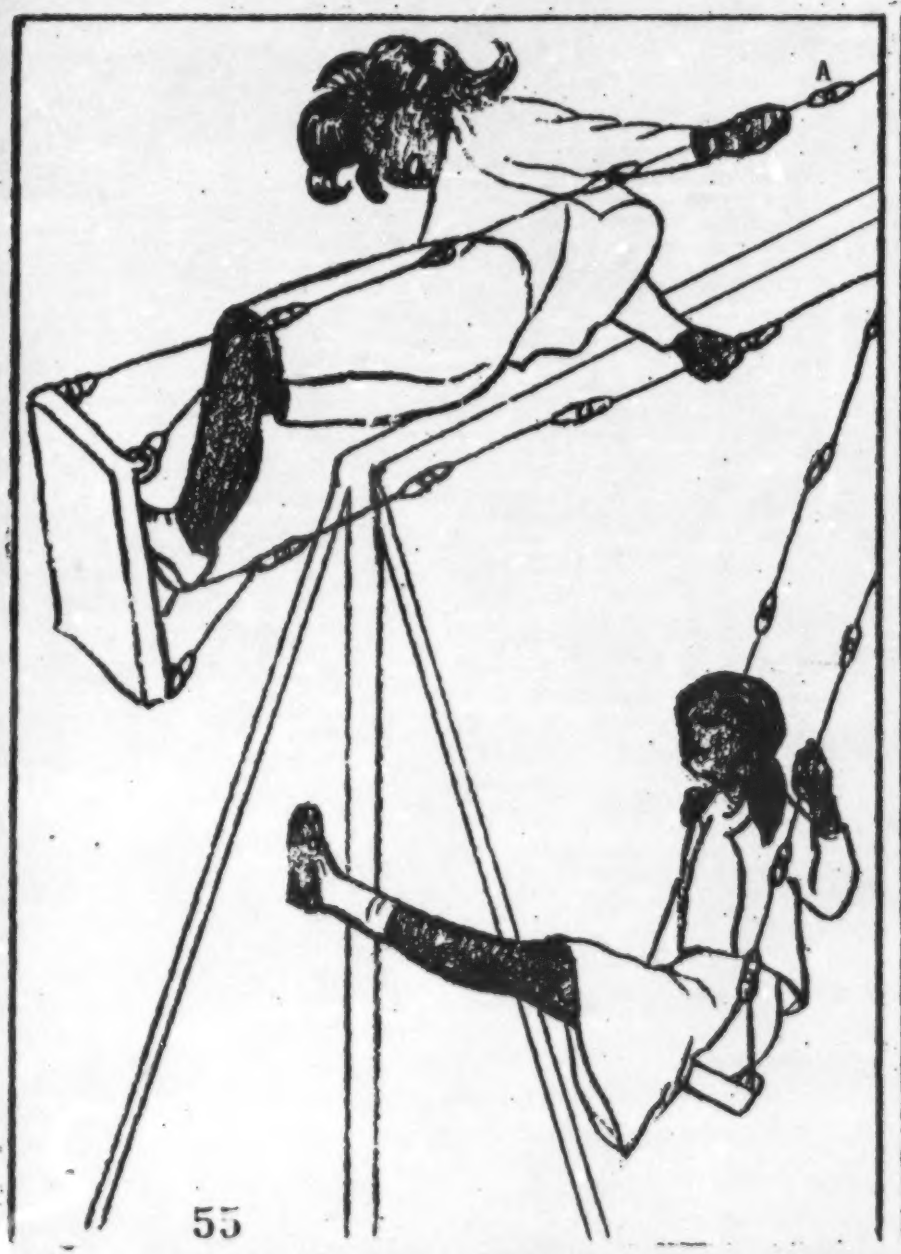

A
51

B
52

A
53

B
54

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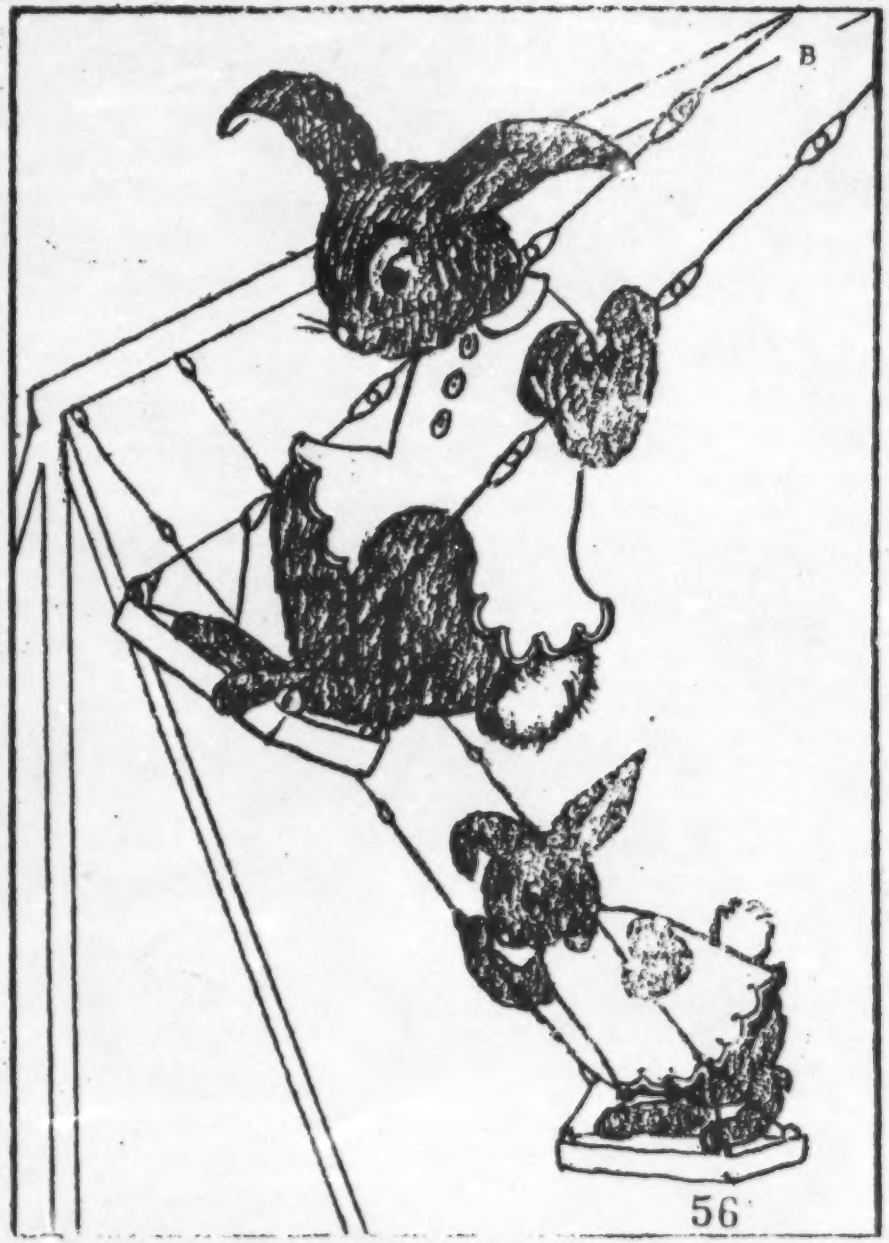


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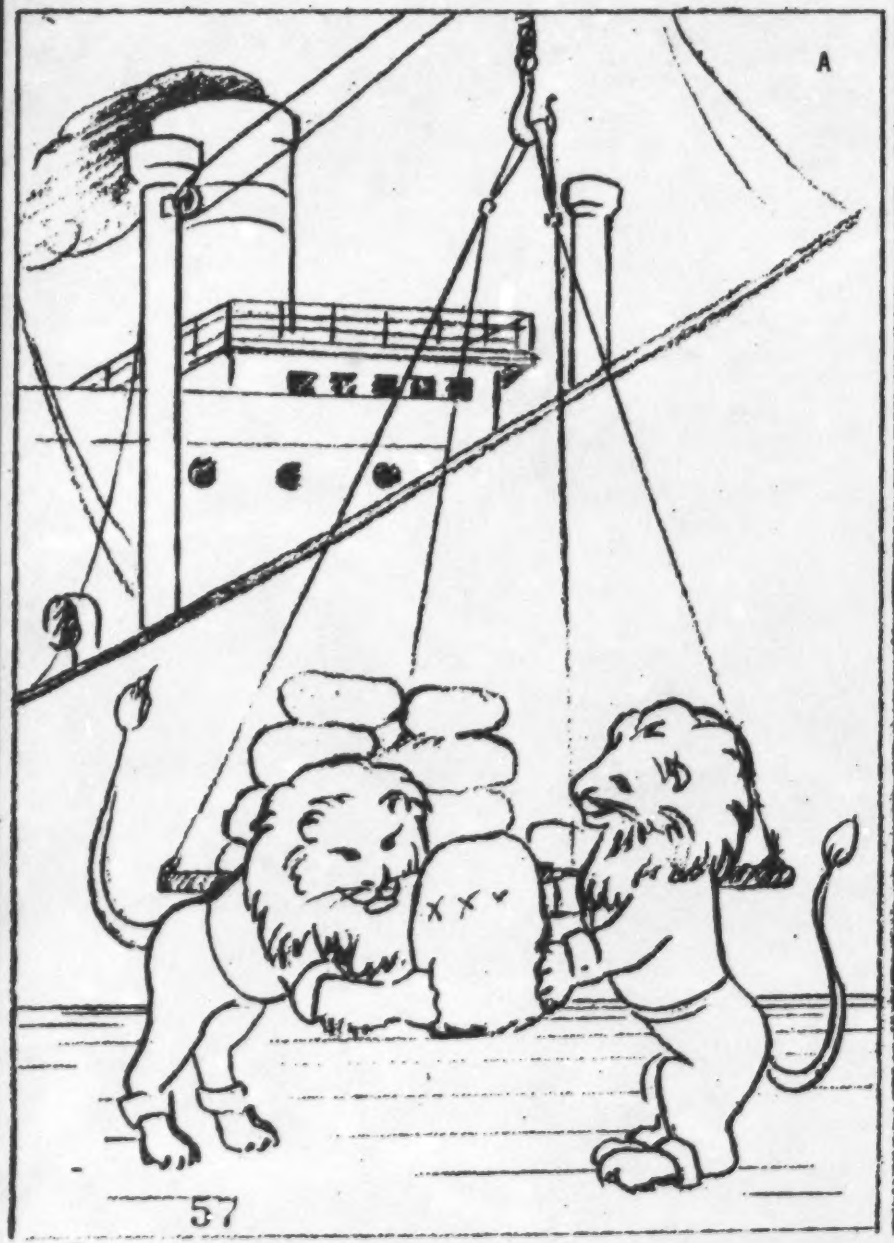


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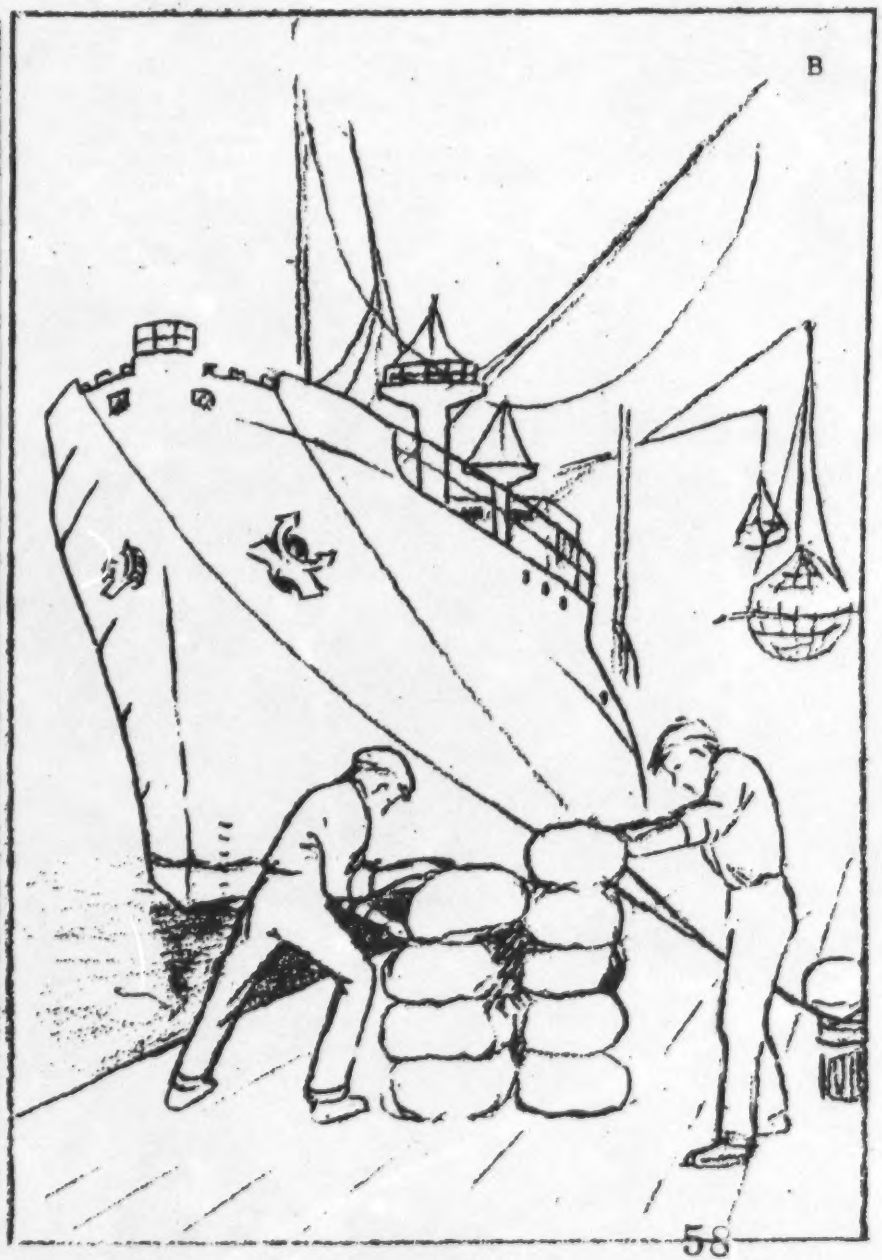


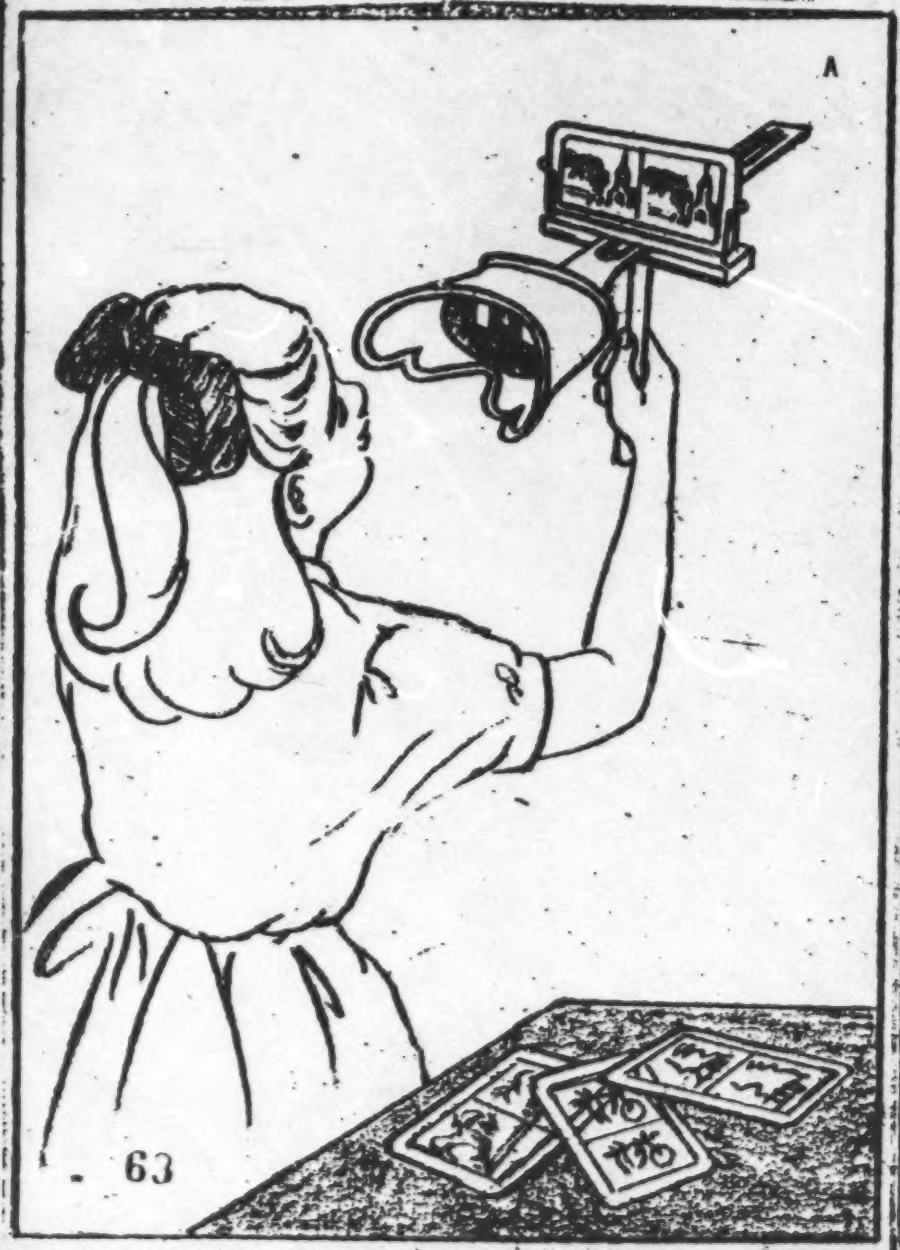

58

59

60

A
61

B
62


A
63

B
64